



**ACKNOWLEDGMENTS**

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**This syllabus was created by the OET Queens Team under the direction of Winnie Bracco, Technology Innovation Manager, and made possible by Title IID funds.**

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**Table of Contents**

|  |  |
| --- | --- |
| **Topic** | **Page** |
|  |  |
| 1. **Course Syllabus, Course Dates, Description, Field Experiences** | **4-5** |
|  |  |
| 1. **Course Goals and Focus** | **5** |
|  |  |
| 1. **Course Requirements** | **6** |
|  |  |
| 1. **Attendance Policies** | **6** |
|  |  |
| 1. **Session Description, Objectives, and Expectations- Middle and High School** | **6-8** |
|  |  |
| 1. **Standards Addressed** | **9** |
|  |  |
|  |  |
|  |  |
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**Enhancing Writing Instruction Through Technology**   
**S Y L L A B U S**

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| Public Schools  (Dist 27) | PS 42, IS 53, IS 137, PS 197, MS 202, IS 210, PS 223, PS/IS 225, IS 226, Beach Channel HS, Far Rockaway HS, John Adams HS, August Martin HS, Richmond Hill HS | |
| Public Schools  (Dist 29) | IS 109, PS/IS 116, IS 192, IS 238, Business Computer Application HS | |
| Non-Public Schools | Divine Mercy Catholic Academy, Al-Ihsan Academy, St. Rose of Lima, St. Francis de Sales, Sts. Joachim and Anne, Grace Lutheran Day School, St. Joseph Parish Day School, Christ Lutheran School | |

**All workshops will be held at 82-01 Rockaway Boulevard Room 201 C or 304 unless otherwise noted. It is your responsibility to find out the locations of the workshops!**

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| **Participation for MS/HS Schools: Saturday Face to Face Sessions** | | |
| Workshop | Date | Hours |
|  |  |  |
| Session 1: Project Based Learning | October 29, 2011 | 9:00-1:00 |
| Session 2: Project Based Learning | November 5, 2011 | 9:00-1:00 |
| Session 3: Webinar: Designing an Engaging Entry Event | November 16, 2011 | 6:00-7:00 |
| Session 4: Webinar Finding Authentic Experts | December 7, 2011 | 6:00- 7:00 |
| Session 5: Webinar: Evidence of Student Learning | January 11, 2012 | 6:00- 7:00 |
| Session 6: PBL and Movie Making | January 21, 2012 | 9:00- 1:00 |
| Session 7: Movie Making Part 2 | February 11, 2012 | 9:00- 1:00 |
| Session 8: Share Out and Revision | March 10, 2012 | 9:00- 1:00 |
| Session 9: Tech Fair Prep | May 5, 2012 | 9:00- 1:00 |
| Session 10: Tech Fair | June 9, 2012 | 9:00- 1:00 |

**COURSE DESCRIPTION**

The Title IID “Enhnacing Writing Instruction Through Technology” (EWITT) grant is an intensive professional development program that focuses on improving student achievement in ELA by integrating technology into the curriculum.  EWITT serves the goals of the Enhancing Education Through Technology theme, "Technology Infusion into Instruction through Professional Development", by empowering educators to engage students in interdisciplinary projects that develop writing, critical thinking and problem-solving skills and to train teachers to use technology as both an instructional tool and to reinforce fundamental ELA skills.

**FIELD EXPERIENCE**   
Each participant is required to (1) create products that are specifically designed to meet the diverse needs of students in their classrooms, (2) use those products with their students, (3) assess student understanding of content, (4) record evidence of student learning through photographs and video, (5) bring that evidence back to the learning community, (6) share both the evidence and their experience with colleagues in the course, (7) reflect and record their findings in a blog, and (8) turnkey their skills with teachers in their school communities.

**PREREQUISITE**  
Participants from specific grant schools must be selected by their principals to attend this course.

**CONCEPTUAL FRAMEWORK**   
**Diversity:** The Office of Educational Technology (Queens) **OETQ** is dedicated to reaching a diversity of learners through a wide variety of methods. By using a wide variety of content material, formats, and instructional strategies, participants learn to create and customize instructional experiences to meet the specific needs of their students.

**Technology:** Technology provides one of the most efficient means of engaging students, empowering teachers and providing content in the 21st century.

**Field Relations:** The OETQ Instructional Technology Specialists are highly qualified New York City public school K-12 teachers who can bring practical classroom management techniques, instructional technology methodologies and curriculum integration to make a difference in our classrooms.

**COURSE GOALS**   
This course explores the use of technology to enhance English Language Arts instruction.  The program aims to train teachers to use technology to enhance their teaching experience. This program is two-fold: the elementary population will be creating graphic novels and the middle school and high school component focuses on website design and development.

**COURSE FOCUS**The content and activities of this course provide the learner with the opportunity to:   
 \* Develop an appreciation for technology as a tool to teach and learn.  
 \* Develop an understanding of and a commitment to serving diverse populations.  
 \* Develop an understanding of the power of technology to differentiate instruction through students' learning modalities.  
 \* Develop an image of oneself as a learner, teacher and leader. 

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| --- | --- |
| **COURSE REQUIREMENTS** | |
| 1 | Participants must be active ELA classroom teachers, Special Education, or Integrated Co-Teaching teachers in grant-specific public and non-public schools. |
| 2 | Participants must have principal approval to attend this course as a representative of the grant school. |
| 3 | Participants must attend sessions and complete all projects by the end of the course. |
| 4 | Participants must turnkey their training to their school community and inquiry team upon request. |
| 5 | Participants must bring a school laptop to each session.  Specific software will be provided if necessary. |

# CLASS ATTENDANCE and POLICIES This course is cumulative, building on each skill as its foundation is created.  Therefore, 100% attendance is mandatory.

# ACADEMIC INTEGRITY AND PLAGIARISM Students are responsible for the honest completion and representation of their work, for appropriate citations of sources, and respect for others’ academic endeavors.

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| **Sessions** | **Topics** | **Expectations** |
| Session 1: October 29, 2011  **Orientation/**  **Introduction to PBL** | **Orientation to Year 3** **Project-Based-Learning** **Sessions #1 & 2**   * What is PBL? * Why should I use it? * What are its components? * How do I plan a PBL project? * Reverse Planning & PBL * Designing the Project * Creating Exciting Entry Events * Managing the Project * Finding Authentic Experts * Assessments & Rubrics * Evidence of Student Learning | **Preparation for the Next Session**  Bring with you to the next session:   1. Decide on topic from the Common Core 2. Decide on a title 3. Design an engaging Entry Event 4. Design your Project Calendar 5. Design your Project Wall 6. Think about experts 7. Complete your project overview template 8. Complete your project calendar |
| Session 2: November 5, 2011  **Project Based Learning Part 2** | * **PBL Continued from Day 1** | **Follow-Up on Today's Session**  Implement with your students Set up a schedule with your staff developer to begin a push-in onsite support. |
| WEBINAR  Session 3: Wednesday, November 16, 2011  Entry Events | * **Project Based Learning Component Focus: Designing an Engaging Entry Event** | **Follow-Up on Today's Session**  Use your entry event with your students and post feedback to the blog. |
| WEBINAR  Session 4: Wednesday, December 7, 2011  Authentic Experts | * **Project Based Learning Component Focus: Finding Authentic Experts** | **Follow-Up on Today's Session**  Use your new found experts as resources for your students projects. |
| WEBINAR  Session 5: Wednesday, January 11, 2012  Authentic Experts | * **Project Based Learning Component Focus: Evidence of Student Learning** | **Follow-Up on Today’s Session**  Begin thinking of types of products your students can create that show evidence of their learning. |
| Session 6: Saturday, January 21, 2012  **Movie Making** | * **Using Digital Movie Making to reach the diverse learner** * **The Pre – Production Process** * **Production** | **Follow-Up on Today’s Session**   * Student-created scripts to be turned into movies. * Complete the storyboard template using your student-created script. * Finish your teacher-created movie using either iMovie or Moviemaker |
| Session 7: Saturday, February 11, 2012  **Movie Making Part 2** | * **Using Digital Movie Making to reach the diverse learner** * **Production continued** * **Post Production** | **Follow-Up on Today’s Session**   * Bring your student-created movies or ThinkQuests to the next session. * Be prepared to present these products to your colleagues. |
| Session 7: Saturday, March 10, 2012  **Share Out/ and Editing** | * **Sharing student projects with other teachers** * **Editing tips and tweaking** | **Follow-Up on Today’s Session**  Refine and finalize your student-created movies and ThinkQuests for collection in two weeks.  **Collection will be week of March 26th.** |
| Session 7: Saturday, May 5, 2012  **Tech Fair Preparation** | * **Peer review of student projects** * **Creating Project boards for student projects** * **Suggestions for student presentations** | **Follow-Up on Today’s Session**  Finalize all hand-outs, posters of project calendars, triifold boards, student presentations, movies and ThinkQuest projects online for the TECH Fair. |
| Session 8: Saturday, June 9, 2012  **Tech Fair** |  |  |

**STANDARDS ADDRESSED**  **Common Core Standards**

|  |  |  |
| --- | --- | --- |
|  | Grade Band | Literacy Focus |
|  | Pre-K-2 | Written response to informational texts through group activities and with prompting and support (Reading Informational Text Standards 1 and 10; Writing Standard 2) |
|  | 3-8 | Written analysis of informational texts (Reading Informational Text Standards 1 and 10)  Or  Written opinion or argument based on an analysis of informational texts (Reading Informational Text Standards 1 and 10; Writing Standard 1) |
|  | 9-12 | Written opinion or argument based on an analysis of informational texts (Reading Informational Text Standards 1 and 10; Writing Standard 1) |

**Domains of Teacher Effectiveness:**

|  |  |
| --- | --- |
| 1e | Designing Coherent Instruction |
| 2b. | Establishing a Culture for Learning |
| 3b | Questioning and Discussion |
| 3c. | Engaging Students in Learning |
| 3d | Using Assessment in Instruction |

**ISTE Standards**

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| --- | --- |
| **Student** | **Teacher** |
| Creativity and Innovation | Facilitate and Inspire Student Learning and Creativity |
| Communication and Collaboration | Design and Develop Digital-Age Learning Experiences and Assessments |
| Research and Information Fluency | Model Digital-Age Work and Learning |
| Critical Thinking, Problem Solving, and Decision Making | Promote and Model Digital Citizenship and Responsibility |
| Digital Citizenship | Engage in Professional Growth and Leadership |
| Technology Operations and Concepts |  |